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ABSTRACT

GRADES OR AGES: High school (grades not specified).
SUBJECT MATTER: Sociology. ORGANIZATION AND PHYSICAL APPEARANCE: The course contains 13 units. The material is set out in columns--content, student activities, time, teacher activity or strategy, materials, and evaluation. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The introductory material lists six objectives for the student. Details of activities are given for each unit. INSTRUCTIONAL MATERIALS: Chapter references in the basic texts, films, and other resource materials are listed for each unit. STUDENT ASSESSMENT: The method of evaluating each activity by quiz, interview, paper, or project is stated, but details are not included. (MBM)

ED051215

SCHOOL DISTRICT OF BENSALEM TOWNSHIP
CORNWELLS HEIGHTS, PA.

SOCIOLOGY

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SOCIOLOGY

I. OVERVIEW

Sociology is the study of man as companion, of man in his life and people in groups, in their social relations. Sociology shares common ground with such as history, economics, and political science; and it is distinguished by its emphasis. Sociology approaches the study of human groups with emphasis on the social behavior of individuals concerned chiefly with the way people conduct themselves toward one another in family, church, school, community. Sociology treats of human groups in terms of their roles, functions, and problems.

More precisely defined, sociology is the study of human interaction. It is the science which studies patterned, shared human behavior. Man follows the social organization that have been erected as the signposts leading to the process of acting in awareness of others, called social interaction, is the role of the sociologist in order to identify and classify the main forces of human society.

II. TEACHER OBJECTIVES (GENERAL)

To develop an understanding of sociology as the study of men in a wide variety of human needs and the part of the sociologist in developing a curriculum appropriate to this study.

TEACHER OBJECTIVES (SPECIFIC)

Upon completion of this course the student should be able to:

1. Recognize the various factors which influence the sociologist's work.
2. Define and recognize in their sociological context the terms used in sociology.
3. Infer the sociologist's point of view from selected portions of sociological literature.

SOCIOLOGY

study of man as companion, of man in his life and living with others. It views his social relations. Sociology shares common ground with other social sciences, economics, and political science; and it is distinguished from them in its own peculiar approaches the study of human groups with emphasis upon social behavior. It is the way people conduct themselves toward one another in their varied associations - community. Sociology treats of human groups - their nature, institutions, principles.

defined, sociology is the study of human interaction and social organization. It studies patterned, shared human behavior. Man follows the rules, laws, and customs that have been erected as the signposts leading to group satisfaction. This awareness of others, called social interaction, is observed and analyzed by the sociologist and classify the main forces of human society.

OBJECTIVES (GENERAL)

Understanding of sociology as the study of men interacting in groups to satisfy a needs and the part of the sociologist in developing and applying methods and tools

OBJECTIVES (SPECIFIC)

At the end of this course the student should be able to:

1. Identify various factors which influence the sociologist's point of view.

2. Recognize in their sociological context the terms used in this course.

3. Analyze the sociologist's point of view from selected portions of his work.

TEACHER OBJECTIVES (SPECIFIC) - Continued

4. Demonstrate familiarity with the methods by which a sociologist determines the authenticity of evidence.
5. Write a brief summary explaining the uses of sociology.
6. Construct, develop and/or demonstrate a minimum of one major project.

III. What? Content?	Student Objectives	Time	Activity or Teaching
I. The Viewpoint of Sociology A. Nature of B. Scope of C. Methods of D. Values of Studying	<p>Student will be able to define verbally sociology</p> <p>Student will be able to suggest a solution to a problem arising in everyday life</p> <p>Given a list of sociological items the learner will be able to define same</p> <p>family ethnocentrism group culture institution community mobility ethnic group stratification</p> <p>Given a list of steps used in the scientific method the student will be able to arrange in ascending order</p>	1 week	<p>Given a current problem student will state and give a short description and would approach the problem using the scientific method</p> <p>Reading <u>Sociology for Humans</u> Sankowsky, Charles</p> <p>Lecture: Sociology veys questionnaire search techniques studies, community dies, polling, group sis, experiment search projects</p>
<p>Suggestions for next year</p> <p>What worked?</p> <p>What did not work?</p>	<p>The student will be able to explain:</p> <p>a. How the case study technique is chiefly used</p> <p>b. describe another method or technique used by sociologists</p>		

Objectives	Time	Activity or Teaching Strategy	Materials	Evaluation
will be able to de- bally sociology	1 week		Text: <u>Sociology for High School</u> Sankowsky, S. H.	Quiz
will be able to sug- olution to a problem in everyday life		Given a current problem, stu- dent will state same and write a short description of how he would approach the problem using the scientific method	Text: <u>Readings in Soc. Sci.</u> O'Brien, Shrag, Martin Unit #1, Teaching #2	Interview
list of sociological he learner will be define same		Reading <u>Sociology for High School</u> Sankowsky, Chapter I		Quiz
ethnocen. . . culture on community ethnic group ation		Lecture: Sociological sur- veys questionnaires - re- search techniques. Case studies, community stu- dies, polling, group azaly - sis, experiment and re- search projects	Transparency: Steps in Scien- tific Method	Quiz
list of steps used in ntific method the stu- t be able to arrange ading order			<u>Readings in Soc. Sci.</u> O'Brien, Schrag, Martin, Ch. #1	Quiz
dent will be able to				
the case study tech- chiefly used ribe another method ique used by socio-				

What? Content?	Student Activities	Time	Activity or Teaching
II. Heredity and Environment in Development of Personality	Student will be able to list 10 inheritable and 10 acquired characteristics of human beings	2 Per.	Lecture: Reading <u>Sociology for the High School</u> , Ch. 2
A. Effects of Heredity	Student will be able to recognize the merits and shortcomings of an I. Q. test	2 Per.	School psychologist to demonstrate how such testing may result in limiting scores - explain a psychologist computes intelligence quotient
B. Effects of Environment	Student will be able to list and define a list of terms used in the study of heredity and environment (7 out of 10 in 15 min.)		Lecture: Inherited characteristics Physical structure Intelligence and specialties Temperment Drives
C. Personality	heredity chromosomes genes physical environment culture cultural heritage social environment personality social self looking-glass self		Film presentation and critique Film
D. The Social Self			

Activities	Time	Activity or Teaching Strategy	Materials	Evaluation
Will be able to list 5 able and 10 characteristics of	2 Per.	Lecture: Reading <u>Sociology for the High School</u> Sankowsky, Ch. 2	<u>Our Changing Social Order</u> Gavian, Gray, Groves Ch. 6	Quiz
Will be able to re-define merits and	2 Per.	School psychologist to explain limitations of I. Q. test and demonstrate how successive testing may result in fluctuating scores - explain how a psychologist computes an intelligence quotient	<u>Sociology for the High School</u> Sankowsky Ch. 2	
Will be able to define a list of			School guidance counselor and I. Q. tests	Quiz
d in the study				
y and environ-				
at of 10 in		Lecture: Inherited characteristics Physical structure Intelligence and special capacities Temperment Drives	<u>Readings in Gen. Sociology</u> O'Brien, Schrag, Martin	Quiz
names			Bucks County	
Environment			Film:	Written critique
Heritage		Film presentation and critique	<u>Genetics - Mendel's Laws</u> 5320 (13½min)	
Environment				
y		Film	<u>Heredity and Family Environment</u> 472 (9min)	
ass self				

What? Content?	Student Activities	Time	Activity or Teaching S
III. Socialization	Student will be able to de- fine socialization list and student will be able to de- fine the socializing agen- cies	2 Per.	Teacher presentation Group discussion with sensus re agencies
A. Process			
B. Ingredients			
C. Social Ad- justment	Student will be able to ex- plain what happens to child- ren who grow up away from human contacts	2 Per.	Presentation - cases e.g., "Wolf Boy"
	Student will be able to ana- lyze an area of social ad- justment, i. e., his extra- curricular involvement	2 Per.	Preparation of a paper gesting why student pa pates in extra-curricu activities with which h involved
	Student will be able to de- fine and explain terms common to a sociological study of social adjustment in written form 15 min. quiz repression projection procrastination rationalization daydreaming compensation introvert extrovert ambivert		

	Time	Activity or Teaching Strategy	Materials	Evaluation
e to de- list and e to de- agen-	2 Per.	Teacher presentation Group discussion with con- sensus re agencies Presentation - cases e.g., "Wolf Boy"	Text: <u>Sociology for the High School Ch. 3</u> Text: Ch. 3	Quiz Quiz
e to ex- to child- way from	2 Per.	Preparation of a paper sug- gesting why student partici- pates in extra-curricular activities with which he is involved	Ditto sheets (sev- eral case studies) <u>Readings in Gen. Sociology</u> O'Brien, Schrag, Martin Sec. #5	Project
e to ana- ial ad- extra- ment e to de- ms logical stment min.	2 Per.			Quiz

What? Content?	Student Activities	Time	Activity or Teaching
IV. Deviation from the social norm	The student will be able to recognize that society is dynamic and not static	1 Per.	Class discussion
A. Personality conflicts in modern society	Given a list of 10 situations student can identify and explain at least 5 contradictions	1 Per.	Show overhead tran
1. Adjusting to an ever-changing society			
2. Contradictions in our society	The student will be able to describe the difference between psychotic and criminal		Lecture
3. Identificational deviants			
B. Causes of deviation	Student will be able to list at least 5 reasons for each of the 6 causes of deviations	1 Per.	Panel discussion or assignment
1. Unrealistic goals			Lecture by social c
2. Conflicting norms			er
3. Gangs and delinquency	Given a list of crimes, students can match crime with definition	1 Per.	Film and state polic
4. Poor socialization process			to comment and ans
5. Excessive tension			questions
6. Minority groups			Filmstrip presentat
C. Criminal behavior			
1. Definition of crime (robbery, theft, larceny, etc.)			

Time	Activity or Teaching Strategy	Materials	Evaluation
1 Per.	Class discussion	Basic Text P. 43	Observation and discussion
1 Per.	Show overhead transparency	Overhead transparency with list of examples	
	Lecture	Texts: <u>Crime and Juvenile Delinquency</u> Leniwald, Gerald <u>Poverty and the Poor</u> Washington Sq. Press Bucks Co. Films: <u>Crime Lab 5089</u> (13½ min) Modern: <u>Thin Blue Line</u> Modern talking (30min) <u>Crime and Juvenile Delinquency</u> F. B. I. Uniform Crime Report Bucks Co. Film <u>War on Crime</u> 7) fr. (B&W)	Written Quiz Class - room Questions Observation of class participation in discussion Written Quiz
1 Per.	Panel discussion on reading assignment		
	Lecture by social case worker		
1 Per.	Film and state police officer to comment and answer questions		
	Filmstrip presentation		

What? Content?	Student Activities	Time	Activity or Teaching
C. Cont'd	Given a case study of juvenile delinquency, student will	1	Case study
2. Juvenile offenders definition	favor decisions based upon lawful behavior	week	
3. Transitional definitions			
4. Misconceptions	Student will be able to identify and differentiate between/among 5 misconceptions		Lecture/discussion
a. retardation			
b. race factor			
c. economic			
d. single and group			
e. broken home			

Time	Activity or Teaching Strategy	Materials	Evaluation
1 week	Case study	S.R.S.S. <u>Kid Who Had a Thing for Lincoln</u>	Essay on Mike's adjudication
	Lecture/discussion	<u>Juvenile Delin- quency, Gavin</u>	Written quiz

What? Content?	Student Activities	Time	Activity or Teacher
V. Basic social units	The student will be able to identify and give examples of each type of group	1 week	Students investigate, information of comm groups - through int newspaper readings, mass-media viewing
A. The group			
1. Compulsory			
2. Voluntary			
3. Majority	The student will be able to identify at least 3 groups which he is a member		Class discussion of gathered from above
4. Minority			
5. Peer			
6. In-Group			
7. Out-Group	Student will be able to compare and contrast role in each of six groups in which he has membership		Reading assignment
8. Reference			
B. Group mobility			Construct a sociogra discussion (instructi
1. Specialization			
2. Interdependence			Film and written rep
	The student will be able to write a 2 page account about a sub-culture in his immediate geographical vicinity noting: a. life style, b. deviation from established pattern, c. justification for, d. prognosis		

	Time	Activity or Teacher Strategy	Materials	Evaluation
<p>able to mples</p> <p>able to oups</p> <p>o com- e in which</p> <p>able to at about mmed- inity</p> <p>ation ern, pro-</p>	1 week	<p>Students investigate, gather information of community groups - through interviews, newspaper readings, and mass-media viewing</p> <p>Class discussion of data gathered from above study</p> <p>Reading assignment</p> <p>Construct a sociogram - discussion (instructions)</p> <p>Film and written report</p>	<p>Radio - TV</p> <p>Text: Ch. 8 (P. 133 #11)</p> <p>Sociogram</p> <p>Bucks Co. Film <u>The Old Order Amish</u> 10100 (32 min)</p>	<p>Written summary of findings</p> <p>Quiz</p> <p>Written report</p>

What? Content?	Student Activities	Time	Activity or Teacher
VI. Intro. to Social Institutions	The student will be able to illustrate each of the 5 institutions and be able to verbalize the importance of each		Lecture
A. Nature of			
B. Development			
1. Family			
2. Government			
3. Economic	The student will be able to compare and contrast the 5 institutions in our society with similar institutions in China, Israel, etc.		Oral report to class
4. Religion			
5. Education			
C. Structure			
1. Differences			
2. Similarities			
D. Institutional resistance	Given a list of 10 behavior patterns in a culture, the student will be able to select and explain 5 examples of cultural lag		
E. Political Institutions			
1. Complexity			
2. Division of labor	The student will be able to differentiate verbally between/among economic and political institutions		
3. Concern for wealth			
	The student will be able to write and present a short paper (2pgs.) in which he can trace the source and development of some American institution other than the family		Written presentation

es	Time	Activity or Teacher Strategy	Materials	Evaluation
be able to of the 5 in- e able to importance		Lecture	<u>Readings in General Sociology</u> O'Brien, Shrag, Martin Selection #10	Quiz
be able to ntrast the our society stitutions in etc.		Oral report to class	<u>Middletown, Lynd, R & H</u> <u>Sociology & Social Life</u> Young & Mack Ch. 19	Report to class Quiz
0 behavior ture, the ble to sel- 5 examples				Interview
be able to bally be- onomic and ions				
be able to t a short which he arce and ome tion other		Written presentation		Project

What? Content?	Student Activities	Time	Activity or Teaching Strategy
VII. The Family A. The universal institution B. The American family 1. Development of 2. The family today 3. The solidarity factor	<p>After reading material relating to role of family in other cultures, the student will be able to describe verbally at least 3 characteristics common to all cultures</p> <p>The student should develop an awareness that the American family is in a period of evolution by being able to explain the transition of family values in the areas of:</p> <p style="padding-left: 40px;">sex morals divorce & marriage role of mother & father</p> <p>and in relation to:</p> <p style="padding-left: 40px;">generation gap family size, etc.</p> <p>Student will draw inferences from data that will allow him to make some inferences about the nature of the family of the next generation</p>	3 weeks	<p>Read text</p> <p>Resource speakers Local Minister Marriage Counselor</p> <p>Library research Divorce Marriage Population growth</p>

	Time	Activity or Teaching Strategy	Materials	Evaluation
<p>ial re- sily in student ibe nara- p all</p> <p>velop e Am- period able to of reas</p> <p>c ather</p> <p>rences ow him es family</p>	3 weeks	<p>Read text</p> <p>Resource speakers Local Minister Marriage Counselor</p> <p>Library research Divorce Marriage Population growth</p>	<p>Resource speakers</p> <p><u>Reading in General</u> <u>Sociology</u> O'Brien, Schrag, Morton Ch. 10, 11</p> <p><u>Our Changing So- cial Order</u> Gavian, Gray Groves Ch. 13-16</p> <p><u>Sociology and Social Life</u> Young & Mack Ch. 20</p> <p><u>Understanding other Cultures</u> Ch. 3, 4</p>	<p>Written summary</p> <p>Oral dis- cussion</p> <p>Short essay on changing nature of family structure</p>

What? Content?	Student Activities	Time	Activity or Teaching
VIII. The religious institution	The student will be able to verbally describe the main beliefs and policies of one of the following religions: Buddhism, Confucianism, Hinduism, Islam, Christianity	2 weeks	Lecture: Oral reports Reading: <u>Sociology</u> <u>School Sankowsky</u>
A. Development 1. primitive societies 2. modern societies			
B. Function of religious bodies 1. stability 2. re-inforcement of morals	The student will be able to list and explain briefly the chief functions of religion from a sociological point of view		
C. Religion in today's world 1. location 2. size	The student will be able to list and describe the functions that the church has surrendered in whole or in part over the years and describe what other factors have tended to decrease the import and influence of the church.		
D. Religion in the U. S. 1. membership 2. activities			Film presentation
E. Religious controversies 1. toleration 2. separation of Church & State 3. Solving the flag, Lord's prayer, inter-faith marriages, Blue Laws	The student will be able to accept and defend a position re "blue laws"		

	Time	Activity or Teacher Strategy	Materials	Evaluation
able to e main of one ions: nism, ristian-	2 weeks	Lecture: Oral reports Reading: <u>Sociology for High School</u> Sankowsky Ch. 11	<u>General Sociology</u> O'Brien, Shrag, Martin Ch. 10 Sec. #2 <u>Sociology and Social Life</u> Ch. 22 <u>Understanding other Cultures</u> Brown, Corinne Ch. 8	Oral re- port Written report Quiz
able to ly the igion point of				
able to functions urrender- t over the hat other o decrease nce of the		Film presentation	Bucks Co. Films <u>The Old Order Amish</u> 10100 (32 min)	Critique of film Quiz
able to osition				

What? Content?	Student Activities	Time	Activity or Test
IX. The Educational Institution	The student will be able to describe the educational process in a non-literate society		Lecture: Reading: <u>Sociology for Teachers</u> Sankowsky Ch. 1
A. Background			
B. Education in the United States			
1. the early period	The student will be able to identify instruction of higher education that will have some relevance for him re course offerings, etc.		Check with guidelines and literature (a) type of (b) size (c) content (d) type of content (f) entrance requirements (g) Extra-Curricular activities
2. public schools			
3. higher education			
4. change			
C. Problems			
1. physical	The student will prepare a written report and be able to deliver the gist of same orally re the most important problem facing the educational system of the U. S. today. He will explain: (a) nature of problem (b) why important (c) how problem arose (d) what steps are being taken to solve it (e) prognosis		Oral reports
2. culturally deprived			
3. drop-outs			
4. racial integration			
5. exceptional student			Filmstrip presentation

Time	Activity or Teacher Strategy	Material	Evaluation
to	Lecture: Reading: <u>Sociology for the High School</u> Sankowsky Ch. 12	<u>Changing Social Order</u> Gairan, Day, Groves Ch. 31,32	
to	Check with guidance for bulletins and literature describing (a) type of institution (b) size (c) courses offered (d) type of community (e) fees (f) entrance requirements (g) Extra-Curricular activities	<u>Sociology & Social Life</u> Yount & Mack Ch. 22	Project (paper written)
able	Oral reports		Evaluate oral report
ne	Filmstrip presentation	Sound-Filmstrip <u>Dropping Out;</u> <u>Road to Nowhere</u> Phono. R. 301.43 (30 min)	
-		Bensalem C. M. C. <u>How to Make a</u> <u>Career Decision</u> F.S. 37142 (color 39 fr.)	
ed-			
U.			
in:			
w			

What? Contact?	Student Activities	Time	Activity or Test
X. The American Community A. Types 1. urban 2. rural 3. suburb B. Patterns of life 1. primary group small community 2. primary group urban community 3. city and ethnic groups C. Community patterns 1. zone - Burgess 2. slums D. Urban renewal 1. federal plans 2. community response 3. patterns of development a. transportation b. communication c. public accommodations d. financial aspects	<p>The student will be able to list the chief factors which usually determine the location of a town or city and explain how each of these factors applies (or does not apply) to his community</p> <p>The student will be able to list and describe a village, town, city, suburb, metropolitan community, megalopolis.</p> <p>The student will be able to describe how and why a slum develops in a typical American city.</p> <p>The student will be able to list, identify, and explain: blighted area urban planning zoning decentralization suburb community</p> <p>The student will be able to describe an urban renewal program</p>		<p>Lecture: Reading Text</p> <p>Film presentation</p> <p>Oral reports on development program</p>

	Time	Activity or Teacher Strategy	Materials	Evaluation
able to s which ne lo- city and these does mmunity		Lecture: Reading Text Ch. 14	<u>Urban Society</u> 5th Ed. Gist & Fava (all)	Quiz
able to village, metro- megal-		Film presentation	<u>Sociology for High School</u> Gairan, Gray, Grove Ch. 20	
able to ay a slum al Am-		Oral reports urban dev- elopment programs	<u>Statistical Ab- stract</u> Census, etc	
able to xplain:			<u>How the Other Half Lives</u> Riis, Jacob	
			Bucks Co. Films <u>Levittown, Pa.</u> 10029 (28 min)	
be able can re-			Sound-Filmstrip <u>Model Cities</u> (H. U. D)	Evaluate oral report

Time	Activity or Teacher Strategy	Materials	Evaluation
able to what re- eings are pects of various	Lecture: Reading: Text Ch. 15	<u>Sociology for High School</u> Sankowsky Ch. 15	Quiz
the way ferences d		<u>Race, Class, and Power</u> Mack	
able to view of a question a sample rk and ay on	Critical Review of essay Mein Kampf	<u>Minorities in American Society</u> Marden, Myer	Quiz
		<u>Sociology Purpose and Scope</u> Redelan & Saal Ch. 8	
able to analyze		<u>Mein Kampf</u> Hitler, A. Ch. 11	Project
from rs and month ning to lyze at Am- w of		<u>Readers Guide to Periodical Literature</u>	Project evaluation

What? Content?	Student Activities	Time	Activity or Teaching
5. Reactions of Negro community D. Integration 1. social effects 2. political effects 3. economic effects	The student will be able to list organizations and list conduct of same which have at various times been targets of prejudice and discrimination in our country and to give examples of organizations which have helped spread such attitudes	10 min	Out-side work Film presentation Film presentation

	Time	Activity or Teacher Strategy	Materials	Evaluation
le to list have tar- tis- ntry f ve i-	Out- side work 10 min	 Film presentation Film presentation	 <u>K.K.K.</u> Haas <u>Prejudice and Discrimination</u> Holmes, Fred Bucks Co. Films: <u>Boundary Lines</u> 28 (10 min) <u>In Search of a Post 10301</u>	 Quiz

What? Content?	Student Activities	Time	Activity or Teacher Strate
XII. Mobility and Stratification A. Individual roles 1. status-ascribed achieved 2. social class B. Stratification 1. definition 2. caste 3. mobility C. Upper class D. Middle class E. Lower class F. Effects of stratification 1. life-roles 2. education 3. mobility	<p>The student will be able to list examples of different roles which people play throughout their lives. He will be able to explain orally how these roles differ according to (a) age (b) sex (c) special class or position</p> <p>He will be able to list and define a list of terms common to the jargon of the sociologist</p> <p>role role behavior status inability prestige upper class middle class lower class achieved status ascribed status social class stratification caste white collar blue collar</p>	<p>Cl. 3 wks.</p>	<p>Oral report</p> <p>Lecture</p> <p>Reading: Text Ch. 16</p> <p>Film presentation</p>

	Time	Activity or Teacher Strategy	Materials	Evaluation
able to ferent play es. He ain es dif- age lass	Cl. 3 wks.	Oral report Lecture Reading: Text Ch. 16	<u>Sociology for High School</u> Sankowsky Ch. 16 <u>Race, Class and Power</u> Mack Ch. 11 <u>Readings in Gen. Science</u> O'Brien, Schrag, Martin Ch. 9	Evalu- ation oral report Written quiz
st and s com- the		Film presentation	<u>Bucks Co. Film</u> <u>The Eye of the</u> <u>Beholder 10294</u>	

What? Content?	Student Activities	Time	Activities or Teacher
	The student will be able to write a short account of contemporary work in the field of mobility or stratification of role in our society	out-side re-ports	
XIII. Society - The Public A. Crowds 1. charac- teristics B. Public 1. definition 2. impact up- on society 3. opinion 4. Propaganda techniques 5. pressure groups	The student will be able to identify advertisements that make a direct appeal to "status awareness"		Make a collection of which in student's or attempt to make a direct appeal to status awareness

	Time	Activities or Teacher Strategy	Materials	Evaluation
o o nat	out- side re- ports	Make a collection of ads, which in student's opinion attempt to make a direct appeal to status aware- ness	<u>The Status Seekers</u> Packard Vance <u>The Hidden Per-</u> suaders <u>White Collar</u> Mills, C. Wright <u>The Power Elite</u> <u>How the Other Half</u> Live; Riis Jacobs <u>The Uprooted</u> Handin, Oscar Mass Media Publi- cations and for descriptions of Radio and TV ads	Project